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ABSTRACT

This booklet contains more than 100 brief descriptions of early childhood projects, activities, studies, and legislation obtained from newsletters, bulletins, and the Education Commission of the States' (ECS) 1974 Annual Survey. Only legislation and activities that have been validated or newly reported are included. Bills which failed or were vetoed or carried over are not included. All entries are indexed both by subject and by state. The ECS survey instrument is included. (JMB)

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THE VERY YOUNG AND EDUCATION

1974 State Activity

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Early Childhood Project
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Report No. 68
May 1975

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THE VERY YOUNG

and

EDUCATION

1974 State Activity

Report No. 68

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EDUCATION COMMISSION OF THE STATES
1860 Lincoln, #300
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Wendell H. Pierce, Executive Director

May 1975

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USER'S GUIDE

This book has been carefully indexed, using the words in the right-hand column of each page. If the reader wishes to search for items dealing specifically with preschool programs, for example, he will find that term and related terms (day care, child care) in the index along with appropriate page numbers. If the reader wishes to review the activity in, say, Missouri, he will find page numbers for that state in the index. The capitalizations in the index refer to states.

HOW TO IDENTIFY ITEMS

Each item in this book is identified in the left-hand column by state, bill and/or statute number, or a descriptor: ACTIVITY, PROJECT, STUDY. Standard post office abbreviations are used for states; a listing is on page 35.

HOW TO GET MORE INFORMATION

The information in this book is not intended to be more than a guide for the reader to use in exploring his particular areas of interest. Most of the legislative items can be checked out with the appropriate state education agency or legislative service agency. The Early Childhood Project and the ECS Research and Information Services Department do not stock copies of bills for distribution. The bulk of the activities, projects and studies contain within their descriptive texts the name and address of a resource person to contact for further information. State education agencies and legislative service agencies are listed in the appendix of this book.

From hundreds of newsletters and bulletins and the ECS Annual Survey of the States, a wide variety of education information has been collected, analyzed and compiled by the Research and Information Services Department for its own use, and for utilization by the many ECS special projects. The information in this book, Education and the Very Young, is drawn from that effort.

The agencies providing most of the information in this book are the same agencies included in the ECS Annual Survey of the States: state education agencies, legislative service agencies, teacher organizations and school board associations. The survey instrument reproduced in the appendix is aimed at (1) validation of information already collected; and (2) additions to this collection. One or more agencies in every state consistently responds to this survey. However, the information received is not always comprehensive or all-inclusive. All components of all areas of education are not covered by all state respondents. Therefore, this book covers only the legislation and activity in the area of early childhood education that has been either validated or newly reported by the respondents.

Essentially, the information is published as raw data -- rapidly processed to be released in printed form at the earliest possible date. Editing has been kept to a bare minimum; most items appear in virtually the same form in which they were received. All legislation listed in this book was enacted in 1974, with the possible exception of a few holdovers from 1973. Space limitations prohibit the inclusion of bills which were vetoed, failed or carried over.

For more detailed information concerning the programs on legislation summarized in this volume, contact the ECS Early Childhood Project or the individual state resources.

AL	PROJECT	During the 1973 legislative session through HB 1182, Alabama gained its first public kindergarten program. This legislation provided for the funding of eight pilot centers with an enrollment of 60 five year olds. Each center includes three teachers and three aides with funding for classroom renovation and program materials. Eight more centers began enrolling students in January, 1974. To insure that these centers provide a quality program with primary grade linkage, they comply with the following: cooperation with the state department of education in program development; provision of program continuity from kindergarten through primary grades; location of pilot program at elementary school site and joint planning and work time for kindergarten and primary teachers. Contact: J. C. Blair, Director, Division of Instruction, State Department of Education.	kindergarten
AK	HB 592 Ch 79	(Amended substitute) (1) Lowers the school age for exceptional children to three years of age; (2) it expands the obligation of the school district to provide educational assessments for the exceptional child before and after placement in a special education program and places joint responsibility for the establishment of diagnostic standards on the department of education and of health and social services; (3) it affords parents the opportunity to consult with and challenge the school district about its diagnostic assessment; (4) combines and rewrites the sections providing for transfers of exceptional children in-state and out-of-state so as to require parental consent and commissioner of education approval of transfer, to provide that whatever cost is not paid by the sending school shall be paid by the department of education, regardless of the amount and regardless of whether the transfer is in-state or out-of-state and establishes a priority: whenever possible, children shall be educated near their resident school district.	exceptional parent involvement diagnostic assessment
AZ	HB 2256 Ch 63	Child care facilities for children of taxpayer's employes, providing credit to net income for facilities built and equipment purchased for. Provides a proportional deduction allowance from income taxes over a five year period to: (1) employers who construct or renovate chld care facilities for employe's children; and (2) child care profit-making organizations who construct or renovate child care facilities. The deduction is to offer an incentive to industries to provide day care facilities for children of employes and to encourage proprietary for profit child care organizations to improve their facilities. These deductions replace the allowance for depreciation normally provided to such taxpayers for this purpose.	child care facilities industry nonpublic
AZ	PROJECT	Development of kindergarten resources book (ready for printing in September). Contact Mary Jo Livix, Department of Education.	kindergarten

AR PROJECT	Exemplary open kindergarten, a Title III ESEA 1974-75 project is to develop kindergarten education to increase children's achievement level entering the first grade to produce independent, creative, socially responsible students who can express themselves clearly. Objectives include: (1) to increase reading skills as defined by Barnell Loft Series by at least two levels; (2) to make progress in word attack skills, sight work, structural analysis and pronunciation on the Dolch word list; (3) to value acquired skills by reading outside of class as evidence by informal reports; (4) to increase listening skills two years as indicated on Durrell Listening Tests; and (5) to build a positive self-image in relation to self, school teachers and community as measured by the California Test of Personality and Attitude Scale. Early childhood teachers and teacher's aides work with 100 kindergarten children. A special consultant conducts preservice and inservice workshops to direct the teachers in language experience. An early childhood consultant advises on early childhood activities. The program is coordinated by a head kindergarten teacher. There are specialized materials and equipment for the language experience and the entire program. A kindergarten parent's association helps with school community relations and members aid in school activities. An advisory committee made up of community representatives assists with the planning and operation. Contact: Dwight Jones, Nashville School District, Mount Pleasant Drive, Nashville, Ark. 71852.	kindergarten open education reading self-directed learning teacher training community involvement
AR PROJECT	A model demonstration kindergarten, a Title III ESEA 1974-75 project to implement an educational environment based on Jean Piaget's theory of how learning most effectively occurs. The program operates in an open space classroom setting utilizing the following inferences from Piaget's writings: (1) use of concrete and manipulative materials that appeal to sensory images; (2) children determine their own learning through self-selection of materials; (3) play and imitation are valid forms of learning; (4) verbal teaching is not effective; (5) physical experiences are important; (6) social interaction with peers and adults is a part of intellectual development; (7) maturation is a component of intellectual development; (8) language should be used freely, frequently and informally; and (9) affective and cognitive development are interdependent. Project teachers will: (1) be able to identify observable stages in student performance tasks within the cognitive, affective and psychomotor domains; (2) understand Piaget's stages of development; (3) design and refine learning activities for developmental stages; (4) be able to train other teachers. Students will: (1) master a mean of 80 per cent of the criterion performance tasks; and (2) increase their readiness skills by one standard deviation. An advisory council of kindergarten parents assist with planning and operation. Contact: Anne Morgan, Pulaski County Special School District, 4424 Jacksonville Highway, North Little Rock, Ark. 72117.	kindergarten open education self-directed learning

AR	PROJECT	Improvement in the teaching of basic concepts through discrimination learning experiences, a Title III ESEA 1974-75 project is to develop specific instructional skills among primary teachers that relate directly with readiness deficiencies of first grade teachers. Objectives include: (1) participating teachers will acquire and demonstrate a knowledge of diagnosis of specific students' learning experiences and techniques of teaching, then apply these techniques during a six week preschool laboratory setting; (2) student participants will be able to demonstrate a statistically significant improvement in achievement; and (3) at the end of each project year, there will be a statistically significant reduction in students who are unable to recognize concepts appropriate for their grade level. Activities include: (1) participation in laboratory [illegible]ribed above with development of needed skills and [illegible]aterials; and (2) teachers will prepare an outline of concepts and prerequisite discriminations identified as necessary for successful learning in the first grade. An advisory committee assists with the planning and operation. Contact: W. T. Fincher, Malvern School District, 1517 S. Main St., Malvern, Ark. 72104.	teacher training reading diagnostic preschool
AR	PROJECT	Swifton Early Childhood Education Model, a Title III ESEA 1974-75 project creates a blueprint for planned change in the organization and teaching at the elementary school level. The first step will occur at the K-2 level. Changes planned include creation of an open space environment and development of a new curriculum to allow complete individualization of instruction. A levels-of-achievement or contract approach will be designed to evaluate students' achievement rather than traditional pass-fail system. Only minor remodeling will be necessary to achieve the environment. Activities are all designed for joint planning by the community, teachers and administration. A team of professional educators from a university is developing and leading inservice activities for the staff and community. A pilot activity is included to utilize a learning disabilities teacher to include activities for potential specific learning disabled children. Visits to other ungraded or open space classrooms are scheduled. All planning activities are intended to lead the way for eventual transition to the operational phase of the project in 1975-76. Contact: Donald L. Turney, P.O. Box 188, Swifton, Ark. 72471.	planning open education individualized instruction teacher training community involvement learning-disabled
CA	AB 3976 Ch 1148	Authorizes governing board of any school district maintaining one or more kindergartens to admit to kindergarten a five year old child at any time during the school year.	kindergarten attendance
CA	SB 1575 Ch 495	Lowers from five to three years of age for severely mentally retarded which may be provided special education classes.	mentally retarded

CA	PROJECT	The early childhood education program is directed at restructuring K-3 programs in all California schools over a four year period, in order to provide a fully individualized program of instruction so that each child may make continuous progress with the minimum goal that he or she will achieve mastery of the basic academic and personal skills by the end of grade three. A critical requirement is the full participation in the planning, implementation and evaluation of the comprehensive program for K-3 pupils at each school by a School Advisory Committee. These committees are composed of representative samples of parents in the school community plus the school principal and some teachers. In program schools the adult to pupil ratio is reduced to 10:1 through the use of volunteers as well as paid aides. Special funding has been at the rate of $130 per average daily attendance (with an extra $65 for certain children). Implementation has been generally successful and standard measures of reading and mathematics achievement in early childhood education schools have been above average. With broad support, the department of education is proposing to expand the program in 1975-76 to serve from 20 per cent to 50 per cent of the K-3 population. Individualization accompanied by strong parent participation is creating new motivation and success for early childhood education in California. Contact: H. Glenn David, Age Span Manager, Education Program Matrix, State Department of Education.	individualized instruction basic skills parent involvement reading mathematics
CT	HB 5025 PA 74-3	(Substitute) Designates the commissioner of the department of community affairs to be the chairman of the child day care council.	day care
CT	HB 5526 PA 74-289	Amends the provisions of the neighborhood facilities grant legislation so that human resource development agencies, as well as municipalities may be eligible to receive state assistance to develop day care and neighborhood facilities centers so as to better serve the neighborhoods of the municipalities in the state.	day care facilities
CT	HB 5677 PA 74-206	Allows the commissioner of community affairs its contract with private day care centers for providing services for disadvantaged children.	day care nonpublic socially disadvantaged
CT	PROJECT	Bicultural Early Childhood, a Title III ESEA project for fiscal year 1975 is in its second year. Operating in the inner-city, the project is addressed to the language development of preschool Spanish-background children. Both classroom and home learning experiences are emphasized. Contact: Virginia Lity, Board of Education, 45 Lyon Terrace, Bridgeport City, Conn. 06604.	preschool bilingual bicultural

CT PROJECT	Preschool Handicapped, Title III ESEA 1975 project in its second year. A pilot project to service preschool age handicapped children. Severely handicapped youngsters particupate with mildly learning disabled children in an educational program emphasizing mother-child tutoring. Contact: Gwynette Caruthers, Board of Education, 29 Main St., Cheshire, Conn. 06410	severely handicapped learning-disabled early childhood parent involvement tutoring
CT PROJECT	Diagnostic Preschool, a Title III ESEA project for fiscal year 1975 is in its first year. Area Cooperative Educational Services will extend its regional special education program through early identification and intervention. Contact: Joy St. Ledger, Area Cooperative Educational Services, 12 Village St., North Haven, Conn.	preschool diagnostic education service center
CT PROJECT	Preschool Handicapped, a Title III ESEA project for fiscal year 1975 is in its second year. The project's purpose is to identify and provide a learning experience for preschool children with learning disabilities. Contact: Rose Loughlin, Board of Education, 45 Lyon Terrace, Bridgeport, Conn. 06604.	preschool learning-disabled
DE PROJECT	The following activity is being conducted under Title III ESEA. Project: to improve early cognitive achievement of very young children by enriching home learning environments and increasing the confidence and skills of parents in their role as teachers of preschool children. Contact: Joseph L. Cobb, Principal, Cedar Hill Elementary School, Cedar and Broom St., Wilmington, Del. 19805.	preschool parent involvement
GA PROJECT	Early childhood education program. In 1972, the general assembly voted funds of $1.9 million to implement a pilot early childhood program. Forty-five school systems received grants from these funds. In 1973-74, over 12,000 children from approximately 150 school systems participated in the early childhood program. Adequate program for education in Georgia extends this program by authorizing a preschool program for all five year olds. In addition, priorities have been established for three and four year olds who have special education needs.	preschool exceptional
GA PROJECT	Change Model Kindergarten, a Title III ESEA developmental project # 8504-1-74-112 in Northeast Georgia CESA. Contact: Ann W. McConnell, 223 Fain Hall, University of Georgia, Athens, Ga. 30601.	kindergarten
GA PROJECT	Childhood education program. This project provides a program specially tailored for children who need additional time to develop so that the frustration of early failure will be avoided. A Title III ESEA 1974-75 project #780-1-74-117 in LaGrange City Schools. Contact: W. W. Keller, Director, Childhood Education Program, Administration Building, 201 Main St., P.O. Box 1466, LaGrange, Ga. 30240	developmentally-disabled
GA PROJECT	An early childhood preventive curriculum is a Title III ESEA 1974-75 project #306 in Jasper County. Contact: Van R. Layson, Director, Jasper County Schools, Courthouse, Monticello, Ga. 31064	preventive curriculum

GA PROJECT	Project Plan, preschool pupil assessment. Adoption/adaptation of Project Success assessed and diagnosed of preschoolers in order that individual instructional programs might be developed to meet their unique needs through the primary years. A Title III ESEA 1974-75 project #306 in Stephens County. Contact: Kermett J. Harris, Director, Stephens County, P.O. Box 846, Toccoa, Ga. 30577.	preschool diagnostic individualized instruction assessment
GA PROJECT	Early Childhood. A model designed to provide readiness experiences in motor skills, language and personal-social interaction for five year old children. A Title III ESEA 1974-75 project # 702-1-74-100 in Monroe County. Contact: William Y. Querry, Jr., Director, Route 1, P.O. Box 81A, Forsyth, Ga. 31029.	readiness skills
GA PROJECT	Dooly Early Childhood Education Project. This project is designed to raise the average academic performance of Dooly County children in the preschool and first grades in order that they might be more successful in school learning tasks. This includes the goal of raising the mean I.Q. score up to the national mean at the end of a three year period. A Title III ESEA 1974-75 project #646-1-74-050, in Dooly County. Contact: Benny Wade, Director, Dooly County Schools, Courthouse Annex, Vienna, Ga. 31092.	preschool
IL PROJECT	Twelve school districts and their special educational cooperative have designed a program to create a realistic dialogue between special education and kindergarten resulting in Early Prevention of School Failure, a Title III ESEA project, including a modified kindergarten program and appropriate supportive special services. The program includes: (1) screening program for all kindergarten children; (2) follow-up and supportive services such as a school social worker, psychologist and referral when appropriate; (3) complete diagnostic evaluation for all candidates for learning disability classrooms; (4) establishment of learning disability demonstration classrooms for remediation of several problems; (5) itinerant learning disability consultants to demonstrate special techniques and materials in kindergarten rooms using children with diagnosed problems; and (6) a mobile diagnostic center bringing diagnostic services to children in outlying area where facilities are nonexistent. Contact: Lucille Weiner, 114 N. Second St., Peotone, Ill.	kindergarten learning-disabled diagnostic mobile unit itinerant teachers
IL PROJECT	Model early intervention prekindergarten program, a Title III ESEA project, seeks specifically to provide an early intervention program for three and four year old children who exhibit delays or disorders in sensory-motor, language, conceptualization and social affective behaviors. The purpose of this project is: (1) to identify and to examine those children who show signs or symptoms of developmental delay or deviation; (2) to initiate a program of inservice education to enable parents to help their own children; and (3) to provide special services to the	preschool learning-disabled parent involvement diagnostic

IL PROJECT	(Continued) children both prior to the time they enter school and at the time classes begin. Such early identification and intervention should contribute to the prevention of school failure in later years. Manuals have been developed to establish guidelines for describing developmental language, sensory-motor and social-affective problems of pre-kindergarten children. Follow-up manuals will be produced for screening, diagnostic, inservice and instructional elements of the program. Contact: Richard Framke, Oakton School, 2101 Oakton St., Park Ridge, Ill. 60068.	
IL PROJECT	Home Base: an early childhood education model, a Title III ESEA project, for early childhood education has two interrelated primary purposes: (1) to help 40 three and four year old children of the Yale Elementary attendance area overcome a lack of readiness in learning; and (2) to increase their parents' ability to function as the prime teachers of their children. This project will also provide indirect benefits that will positively affect the other children in the families of participants. All components of the program build upon and show respect for the language, culture and life-style of the home. All components are designed to increase understanding of the process of early childhood development and growth, how children learn and how parents, teacher aides and teachers can assist in the learning process. Two-thirds of the formal and informal learning experiences of the program will take place in the students' home on a weekly or semiweekly basis. Contact: Gerald O'Connor, 7025 S. Princeton, Chicago, Ill. 60621.	instruction parent involvement
IL PROJECT	Humanistic Early Learning Program (HELP), a Title III ESEA project, is designed to improve guidance efforts involving the parents and teachers in order to establish positive attitudes and motivation toward school by their children. The project personnel expect to advance the understanding of human needs by the students as well as supply an opportunity for more individualized instruction and behavior modification. Teachers study new techniques for use in the classroom which enhance the student's feelings of self-worth and camaraderie among his peers. Parents have the opportunity to learn techniques that are used in and out of the classroom to encourage their children in better educational and social activities. Regularly scheduled training sessions enable the parents to share new ideas and techniques they feel would be advantageous to the student. Certain cases sometime involve individual and small group discussions. The result of the program will be to develop methodology and experiences contained in the affective area that will be retained permanently in the school curriculum. Contact: Larry Loveall, 700 N. Tenth St., Herrin, Ill. 62948.	guidance parent involvement individualized instruction behavior modification teacher training
IL PROJECT	REACH, A Title III ESEA project is designed to implement a comprehensive, combined psychological-counseling-health, social work and language development program for the benefit of preschool, kindergarten and first and second grade children (both public and nonpublic) their parents and their teachers. The program, conducted under the auspices of the district's existing pupil services team, is being based upon a prescriptive teaching approach and involves	diagnostic-prescriptive computers parent involvement teacher training nonpublic

IL PROJECT	(Continued) the following: testing and screening of all prekindergarten children for needs in the affective, behavioral, psychomotor and cognitive domains, computerization of test data and diagnostic information for a full profile of each child's abilities and needs, implementation of parent education and teacher inservice programs for appropriate educational experiences for these children that are relevant to their patterns of learning and initiation of curricular modifications and prescriptive teaching approaches to meet needs. Contact: Joseph Pukach, 1404 E. Main St., Belleville, Ill. 62221	
IL PROJECT	A multidimensional, interdisciplinary screening is provided for all preschool children in A School-Community Preventive Intervention Program in Early Childhood Education, a Title III ESEA project, in the district before they enter kindergarten. The components of the screening included an evaluation of hearing and vision, psychological assessment of emotional and therapeutic intervention, learning development assessment for potential learning problems and social service consultations with families and agencies. Three major areas of concern, specific objectives and related activities are as follows: (1) to initiate intervention programs to meet individually identified needs (physical, social, emotional) prior to school entry; (2) to identify high-risk children and their younger siblings for special referral; and (3) to identify talents and resources of handicapped children and encourage parents to assess the child to develop them. The program seeks to identify strengths as well as weaknesses. At the beginning of the school year, each kindergarten teacher receives an individual profile of each child's relative strengths, which helps the student overcome any learning problem and successfully begin his formal education. Children are not labeled or tracked in a way that will affect the rest of their educational career. Contact: Frances Holliday, 3701 Davis, Skokie, Ill. 60076.	preschool learning-disabled assessment
IL PROJECT	The major purpose of cooperative help in learning development, a Title III ESEA project, is to reduce failure and enhance success by identifying the problems and deficiencies which inhibit the learning of children; prescribing treatment procedures, methods and outcomes during the early years of a child's formal education. The major emphasis will be directed toward all kindergarten children in non-public and public schools within Kankakee School District 111. The program expects to reduce, by over 50 per cent, the number of students functioning below grade level, the student dropout rate and the district retention rate for first graders. Activities used to achieve project objectives include: (1) inservice training for teachers in psychoeducational programming and evaluation; (2) parent involvement in prescriptive teaching; (3) a learning material center; (4) an early childhood curriculum based on the psychoeducational needs of children; and (5) parent education through home/school coordinators. Various testing from standardized to basic examinations, teacher/psychological and home/school coordinator observation will be utilized in determining growth achievement in individual students in the gross motor, sensory-motor, perceptual, language, conceptual and affective behavior. Contact: Marven Jones, 1310 E. Court, Kankakee, Ill. 60901.	kindergarten learning-disabled dropouts teacher training parent involvement prescriptive

KY	PROJECT	Region V's project for environmental and early childhood education, a Title III ESEA project used inservice training to develop curriculum guides. The project's governing board consists of superintendents. It has an advisory council and a lay citizen committee. Each pilot center serves four satellite schools. Satellite teams visited and studies the pilot programs and began the environmental program this year. The environmental education curriculum guides of the three pilot centers were consolidated into a K-12 guide and is available to other distircts. Kindergartens in the two pilot centers follow the developmental curriculum for kindergarten guide developed, tested and revised by Region V teachers containing developmental sequential tasks for mathematics, language arts, perceptual motor development, art activities, science units, lists of materials and supplies and distributors, schedules and diagnostic procedures for evaluation. Attached to each pilot center are satellite schools who send kindergarten teachers and their aides to participate in Title III kindergarten visitation and workshops. A follow-up testing program is planned. A parent group is connected with each pilot center. Contact: Sam P. Jones, Title III ESEA, P.O. Box 394, College St., Somerset, Ky. 42501.	environmental education diagnostic parent involvement curriculum
MD	PROJECT	Maryland has embarked upon the development of a number of preschool programs for hearing impaired children. The programs as they are structured include some intensive instruction within the school setting, as well as parental counseling both in the home and in the school. In one of the funded preschool projects, infants and new parents are included. It is expected that the present number of six projects will increase during 1974 to nine projects and 15 projects in 1975. Contact: Joan Maynard, Specialist, Communicative Disorder, State Department of Education.	preschool exceptional
MD	PROJECT	Early intervention to prevent learning problems. All children entering kindergarten were administered an initial battery of tests to identify deficits in language, cognitive skills, motor skills and auditory and perceptual modes. Following a screening process, children were placed in either an experimental or control group. Those selected for the control group exhibited a set of test characteristics that closely resembled those of children in the experimental program. The experimental classroom environment was affectively oriented and the special curriculum was highly structured so as to assure success for the learning disabled child. Each child received at least 20 minutes each day of intense language development activity, a cognition or perception period, a gross motor lesson and free play with objects and materials designed to advance the learning goals of the program. Curriculum was modified by breaking tasks down to meet the functioning levels of individual children. During afternoon planning conferences, each child's learning prescription for the next day was developed. This intervention early in the child's educational experiences not only provided remediation but acquisition of cognitive skills which direct future successful learning patterns.	preschool kindergarten testing learning-disabled prescriptive

MD PROJECT	(Continued) During 1974-75 the screening methods and procedure of the early intervention program are being used in a number of Carroll County kindergarten classes and children in a neighboring county are being similarly screened to establish a control group. Under a Title III ESEA, section 306 grant the data collected from these activities will serve to establish evaluative conclusions based on a larger student base than was possible in the original project. The grade level for the course is K-1. Contact: Jewell Makolin, Project Director, Carroll County Board of Education, Box 500, Westminster, Md. 21157.	
MD PROJECT	There are currently 11 Title III ESEA different early childhood education projects in nine counties and Baltimore City which are participating appropriate program evaluation. Contact: Mary E. Robinson, Coordinator, Early Childhood Education, Division of Compensatory, Urban and Supplementary Programs, State Department of Education.	early childhood evaluation
MD PROJECT	Early childhood services for visually impaired children. This program has been a successful endeavor in working with visually impaired children from birth to academic readiness, or eight years of age. In April, 1974, as the project neared completion of its third year under Title III ESEA funding, it was validated at the state level. The validated objectives were the following: (1) to provide services, both itinerant and classroom, for visually handicapped children from birth to academic readiness, or eight years of age; (2) to instruct and to demonstrate to parents, social workers and teachers of regular preschool classes who enroll visually handicapped children educational techniques designed to foster growth toward personal independence; (3) to support the growth of an adequate self-concept by developing competencies in daily living skills and in language development and to motivate and teach visually handicapped children to explore and move independently in their surroundings; and (4) to discover and devise evaluative techniques and provide instruments for effective teaching and measurement of developmental, sensory, social and emotional growth in the child. This project is consistent with the priority of early childhood education established by the state board of education in April, 1972. Contact: Rosemary O'Brien, Project Director, Montgomery County Board of Education, 850 Hungerford Drive, Rockville, Md. 20850.	exceptional preschool evaluation
MD PROJECT	The state department of education developed guidelines for a statewide early identification and intervention program for learning problem students. The guidelines outline a three phase program: screening, indepth individualization and community services. The state validated a systematic teacher observation for kindergarten and first grade students which assesses learning difficulties in five development areas. The early identification program will be implemented statewide by 1976. Contact: Richard M. Petre, Consultant in Reading, State Department of Education.	kindergarten learning-disabled individualized instruction

MA PROJECT	Among the services offered by the Springfield Regional Education Center relating to kindergarten and early childhood education are the following: workshops on various phases of early childhood education; arrangement of meetings between parties seeking expert assistance in some specific area of early childhood education and practitioners who can provide that assistance; printed information on many early childhood education programs, e.g. ERIC plus a small professional library and periodicals; specific information on what organizations in the region are in the business of assisting people who work with young children, an example being the recycle for children project which offers workshops on the creative uses of discard/junk materials; information on federal, state and local financial resources outside the regularly tapped sources which can be used for the expansion of early childhood education programs; a small collection of publisher developed curriculum materials in early childhood education is available on a short-term loan basis. Contact: C. J. Fogle, Springfield Regional Education Center, 2083 Roosevelt Ave., Springfield, Mass. 01104.	kindergarten education service center
MA PROJECT	To assist kindergarten staff the Pittsfield Regional Education Center provides the following: discussion relative to the use of the Massachusetts Kindergarten Guide; assistance in kindergarten program design and development; assistance in staff development; informs local education agencies of resources available which might meet their needs; develops inservice programs based on needs; workshops in the development of learning centers, interest centers, open education, creative construction, integrated day, the arts and children with special needs; displays of curriculum materials at Pittsfield Regional Education Center; professional literature relative to early childhood; assistance in integration of special education students (Lexington Teacher Training Project); information on diagnostic evaluation or survey of incoming students; nutrition workshops in cooperation with New England Dairy and Food Council; Lexington films; the kindergarten child. In providing support for the staffs of local education agencies, the Pittsfield Regional Education Center attempts to assist teachers in solving problems at hand, but strives to help them have children move into more complex activities and learnings in this very important period of their development. Contact: Winifred Green, Pittsfield Regional Education Center, 188 South St., Pittsfield, Mass. 01201.	kindergarten teacher training education service center
MA PROJECT	There are now two Cambridge School Department early childhood education programs supported in large measure by funds from the department of education's division of occupational education, department of consumer and homemaking education: (1) early childhood education training program (child care and guidance) for high school students and juniors and seniors and recent high school graduates; and (2) home-based early childhood education program for 70 low-income mothers and their children aged one and one-half to three and one-half. Funded by department of education and Cambridge School Department. Contact: Billie K. Press, Project Manager, Cambridge Public Schools, Cambridge High and Latin School, Broadway and Trowbridge Sts., Cambridge, Mass. 02138.	child care education parent involvement socially disadvantaged

MA PROJECT	In the winter of 1972 certain school districts of the northeast region who were about to implement kindergarten in September, 1973 were identified to the Northeast Regional Education Center. The center conducted preliminary conferences with representatives of school districts and the Eliot-Preason Department of Child Study. An intensive planning period led to 15 school districts deciding to pool their resources and begin a process of: (1) initially training; and (2) linking training to other early childhood staff members of each school district during the academic year 1973-74. The consortium is a model of an effective regional approach to staff development. During this academic year one early childhood site has been designated as a demonstration center, a focal point for the consortium districts. Two additional demonstration centers will be designated by June, 1974. Contact: Tom Passios, Northeast Regional Education Center, 1551 Osgood St., North Andover, Mass. 01845.	kindergarten teacher training education service center
MA PROJECT	The Greater Boston Regional Education Center, although the last of six regional centers established by the department of education, is now in full operation. They offer assistance in meeting the kindergarten mandate to communities and services via workshops and seminars. During January and February, over 70 different teachers attended early educators' workshop series with over 100 curriculum ideas in such areas as art, mathematics, science, language arts, dramatics and puppetry, movement, music, evaluation, record-keeping, positive parent power and values clarification. Contact: Louis Amadio, Greater Boston Regional Education Center, 55A Chapel St., Newton, Mass. 02158.	teacher training kindergarten education service center
MA PROJECT	Students majoring in early childhood education have an opportunity to concentrate on the young child and his patterns of learning. A multi-disciplinary approach brings several college departments into their training. Opportunities for observation in urban, suburban and open schools and centers are required of all undergraduates. Student teaching consists of 16 weeks at two different age and/or grade levels. In September, 1974 majors will have an opportunity to work for certification as school librarians in addition to this major in early childhood education. Contact: Ann M. Gavin, Boston State College, 625 Huntington Ave., Boston, Mass. 02115	teacher education librarians
MA PROJECT	The human development and reading program at Harvard offers a specialization in early childhood education at the masters' and doctoral levels and in the form of a certificate of advance study. The focus of the specialization is on the interrelationships between what is known about the processes of human development and the design of educational experiences which provide for children's health psychological development. Contact: Joan S. Bissell, Harvard Graduate School of Education, Larsen Hall, Appian Way, Cambridge, Mass. 02138.	advanced degrees certification

MA	PROJECT	Among the services offered by the Southeast Regional Education Center relating to kindergarten and early childhood education are: inservice workshops for teachers in areas such as the open classroom and curriculum development; workshops on food and nutrition, held in cooperation with the Dairy Council; location of resource people on a particular topic (upon request); sponsorship of conferences in response to needs as identified by one or more communities; consulting services for kindergarten and early childhood education relating to space and equipment, program implementation and teacher training. Contact: Paul Francis, Southeast Regional Education Center, State Department of Education, New Nurses' Quarters, Lakeville Hospital, Lakeville, P.O. Box 29, Middleboro, Mass. 02346.	kindergarten teacher training education service center
MN	PROJECT	The following are the Council on Quality Education Early Childhood Projects for fiscal year 1975: Minneapolis-75-001-01 Very Important People--The Parent and Child. Contact: Art Johnson, Harrison School, 1500 4th Ave. N., Minneapolis, Minn. 55405; South St. Paul-75-006-01 Early Childhood Development Through Community Services. Contact: Thomas McMullen, Community Services Director, 1451 Stickney St., South St. Paul, Minn. 55075; Wayzata-75-284-01 Greenwood Early Intervention Pilot Project. Contact: Barbara L. Drolet, 210 D State Highway 101 N., Wayzata, Minn. 55391; Rochester-75-535-01 Readiness. Contact: Tutti Sherlock, 624 Third Ave. S.W., Rochester, Minn. 55901; St. Paul-75-625-01 Early Childhood and Family Education Program. Contact: Wesley W. Measel, Assistant Superintendent, Staff and Program Development, 360 Colborne St., St. Paul, Minn. 55102; Staples-75-793-01 Rural Family Development #1, Early Childhood Project. Contact: Dick Hegre, 524 N. 3rd St., Staples, Minn. 56479.	governance
MN	PROJECT	Rural preschool project, a Title III ESEA project for fiscal year 1975 in Minneota-Canby. Two preschool centers are being developed for the purpose of providing a preschool education through home-based activities, parent education, an identification diagnosis and treatment of high risk children and a source through which secondary students can learn of alternative child reading practices. Contact: Sue Turner, Project Director, Independent School District #414, Minneota, Minn. 56264.	rural preschool socially disadvantaged diagnostic
MN	PROJECT	Family oriented structured preschool activities, a Title III ESEA project for fiscal year 1975 in St. Cloud. The primary goals of this project are to provide a means for the development of cognitive skills of four year old children in a learning center and to provide guidance and instruction to parents for the use of learning kits in home instruction. Contact: Elaine Wray, Project Director, Seton Hall, 7th and 12th Ave., St. Cloud, Minn. 56301.	preschool parent involvement
MN	PROJECT	Early education for preschool age visually impaired, a Title III ESEA project for fiscal year 1975 in St. Paul serves St. Paul and 16 other participating districts. The program is designed to provide early intervention to enhance the development of blind children. Contact: Paul Leverentz, Project Director, 360 Colborne, St. Paul, Minn. 55102.	preschool visually impaired

MN	PROJECT	Integrating affective and cognitive development, a Title III ESEA project for fiscal year 1975 in Granite Falls. An inservice activity directed at helping teachers work with primary children (K-2), the integrating affective and cognitive development project is developing personal responsibility for learning through goal setting, independent study, use of time, etc., in an individually guided education school setting. Contact: Thomas Ruddy, Project Director, 117 E. Trott, Willmar, Minn. 56201.	teacher training individualized instruction
MN	STUDY	Preschool childhood development as proposed in a bill introduced and worked through committees in 1974 by Senator Hughes as SF 3206 resulted in an appropriation under HF 2996 for at least six pilot projects of early childhood education to be studied and promoted under the Council on Quality Education. Contact: Jerome Hughes, State Capitol, St. Paul, Minn.	preschool
MO	PROJECT	A preschool program centered within the family and extending into a Saturday school. Parents teach their own children during the week and actively participate in the Saturday school several times during the year. Children also receive a visit at home from a teacher once a week. Contact: Marion Wilson, 655 January, Ferguson, Mo. 63135.	preschool Saturday school parent involvement
MO	PROJECT	A preschool program revolving around five major learning centers, namely: creativity center area for exploration of art, dramatics and crafts; mathematics and science center; a readiness center, listening to stories and seeing educational movies; construction play area, with balance beam, riding toys and large building blocks and a music center. Children progress through each area and the curriculum at their own pace. Contact: Clint E. Crites, 7539 Manchester Road, Maplewood, Mo. 63143.	preschool curriculum
NB	LB 432 Sec. 79-1912-14	Provides for education program for acoustically handicapped children. Provides for education of preschool and primary level acoustically handicapped children in satellite programs to the State School for Acoustically Handicapped.	exceptional preschool
NB	PROJECT	St. Edward Preschool. Early childhood learning program for rural youngsters using multisensory activities, field trips and positive self-concept development. Contact: Erma Umbarger, St. Edward Public Schools, St. Edward, Neb. 68660.	preschools rural field trips
NB	PROJECT:	Disabled learners. Early identification of kindergarten youngsters with learning disabilities. Contact: James Porter, Westside Community School, 909 S. 76th St., Omaha, Neb. 68114.	learning-disabled kindergarten
NJ	PROJECT	Project Child. A regional model demonstration program for the handicapped, coordinated by the educational improvement center, aims at the identification of handicapping conditions in preschool age children. The survey is conducted through a questionnaire completed by parents whereby potentially handicapped children are identified. The data obtained enables schools to plan for facilities, teachers and programs. Utilizing federal and state funds all 21 counties of the state will have participated in the survey by June 1974. Contact: Paul Winkler, Educational Improvement Center, Box 426, Pitman, N.J.	regional exceptional planning

NJ PROJECT	Montessori, nursery and unit I. As an outgrowth of the use of Montessori in the diagnostic unit, it was felt that the Montessori concept of the classroom as a prepared environment would be suitable as a base training for all of the younger students. The format preserves the freedom of the individual child while introducing him into a highly structured learning environment. Everything is designed to interest the child in learning and he is channeled into certain lines of intellectual and personal development. There is a general pattern of events that gives a child a sense of knowing what to expect. Because each pattern of behavior has been analyzed and broken down into manageable steps, the chance of recurrent failure and consequent discouragement is reduced. Contact: Beverly Smith; Irene Leonardi; Sally Minkel; Arlene Nanayakkara, Marie H. Katzenbach School for the Deaf, West Trenton, N.J. 08625.	preschool Montessori diagnostic
NJ PROJECT	Planning and implementation of preschool program. The branch of special education and pupil personnel services has received a sum for the development of pilot preschool projects as a special appropriation of the state budget. Major contract with Rutgers, the State University for a parent training program has been implemented. Completion of Project Child will be completed in four counties. Contact: Vincentz Cianci, State Department of Education.	preschool parent involvement
NJ PROJECT	Child development (Education for Parenthood). This program was developed for the purpose of teaching older deaf girls how to care for and relate to hearing preschool children. The purpose of the program is to teach the girls ways of seeing that their own hearing children will have very early and constant contact with hearing people. It also teaches the girls the abundance of varied activities necessary for the normal development of active, hearing children and impresses on them the necessity of constant spoken communication between hearing children and those around them. Contact: Mary Pieslak, Margaret Tyrell, Marie H. Katzenbach School For the Deaf, West Trenton, N.J. 08625.	preschool exceptional
NJ PROJECT	Pre-nursery. This program provides a preschool program for deaf infants and their parents as soon as awareness of the handicap is recognized. Any preschool child who is a legal resident of New Jersey and within an hour and 15 minute drive is eligible for this program. The children are involved in child centered activities with the parents both observing and participating. Both phases of program are structured by the teacher. In addition, regular group meetings are held throughout the year. Contact: Beverly Smith, Marie H. Katzenbach School for the Deaf, West Trenton, N.J. 08625.	preschool exceptional
NM HM 12	Requests that the state department of education study the feasibility of instituting a program for the training of parents of preschool children in order to provide these children with a home environment conducive to learning. This study is already under way as part of the state department of education comprehensive reporting on early childhood education.	preschool parent involvement

NC	ACTIVITY	Screening and diagnostic program. In fiscal year 1975-76, the state will begin to develop an intensive screening and diagnostic program for preschool children in order to provide the necessary early intervention and special education needed in kindergarten and the elementary grades. Contact: David T. Flaherty, Secretary, Department of Human Resources.	preschool diagnostic learning-disabled
ND	PROJECT	Early identification of learner needs. To supplement the minimal services available to preschool children and their parents in the isolated areas of Ward County (located in the northwest part of North Dakota) and to introduce methods and materials for identifying and meeting specific learning needs of children in the first three grades are the objectives of this project. Teachers have been involved in workshops acquainting them with methods and concepts of the learning disabilities program and encouraging more individualized instruction. A Title III ESEA project. Contact: Carol Hoadley, Project Director, Ward County Courthouse, Minor, N.D. 58701.	preschool rural learning-disabled
ND	PROJECT	Early childhood/kindergarten curriculum dissemination. A Title III ESEA project. Contact: Bob Hunton, Project Director, 1104 Second Ave. S., Fargo, N.D. 58102.	kindergarten curriculum dissemination
ND	PROJECT	School-home for rural handicapped. Consultants were hired to assist classroom teachers in the techniques of identifying various types of handicaps. A preschool component was set up to identify handicapped children prior to school entry and a parent component was activated to offer parents training in the guidance and treatment of their handicapped children. Workshops were followed by inservice consultants in order to assist teachers to progress from identification to treatment of the handicapped child. A Title III ESEA project. Contact: Ron Broeker, Project Director, Minnewaukan Public Schools, Minnewaukan, N.D. 58351.	preschool exceptional parent involvement teacher training
OK	PROJECT	Project STICC (Success Through Identification and Curriculum Change) a Title III ESEA project is a systematic, programmed and documentary attempt to restructure the entire elementary curriculum beginning with kindergarten. A pre- and post-screening program has been developed for kindergarten children in Sapulpa, 1972-73, or kindergarten and first grade children in 1973-74 screened to identify individual needs in the psychomotor, cognitive and affective domains. The areas tested are mathematics, communication skills, perceptual-motor development and self-concept. Tests used are: Vane Kindergarten, Purdue Perceptual Motor Survey, Metropolitan Readiness Tests, Thomas Self-Concept and are administered by, or with the direct supervision of, a certified psychometrist who recommends individual prescriptive instruction based on the needs of each child. Using the individual computerized prescriptive printouts the children are grouped according to specific needs. Many children who need a very short time in the readiness skills are moved in the academic areas of reading and mathematics. Distar reading and Houghton Mifflin mathematics are used. For those not yet ready for reading, Distar language is used. Specially equipped learning centers for listening,	kindergarten testing individualized instruction prescriptive computers parent involvement teacher training reading mathematics

OK PROJECT	(Continued) science, motor, art, music, etc. are established and all children are scheduled in these centers each day. Consultant-teacher male tests are administered throughout the year to any child who, according to teacher judgment, seems to need remediation in any area. Prescriptive remediation accompanies each test. Children who are deemed high risk and need special help outside the school are selected by computer and are given a home learning kit. An inservice for parents is held immediately preceeding the children receiving each new kit. A two week preschool inservice for teacher training is conducted by outside consultants with on-going inservice throughout the school year for all teachers and aides involved in the program. The objectives were to have 90 per cent of all students score higher on tests in mathematics, self-concepts and perceptual motor abilities. Contact: S. Sue Haile, Project Director, Sapulpa Public Schools, 1 South Mission, Sapulpa, Okla. 74066.	
OK PROJECT	This is an early childhood program for four to seven year old students encompassing the self-concept, with a heavy emphasis on love. It provides an empathetic environment and curriculum for this age group. A Title III ESEA funded project for fiscal year 1974. Contact: Charles Clayton, Superintendent, Wagoner, Okla.; Bobby Martin, Title III Coordinator, State Department of Education.	early childhood
OK PROJECT	The Dissemination Report Tulsa County Early Childhood Education Title III ESEA project is a cooperative project serving K-2 students and teachers. Major services provided include: physiological screening for kindergarten children; diagnostic-prescriptive services for K-2 children; consultative services for school personnel and parents; materials for examination, demonstration and loan from the materials resource center; learning activity packets and coordination for diagnostic and treatment services for young children by community agencies. Major objectives for all kindergarten children in project are physiological screening under the project nurse; anomalies interferring with learning identified and referred by the project nurse for appropriate treatment or therapy; children with special learning abilities or disabilities given diagnostic evaluation within three weeks of their referral; coordinate diagnostic and treatment services of community agencies serving education needs of children; coordinate and unify kindergarten and primary programs; improve competency of K-2 school personnel in the processes of identification, instruction, remediation, counseling and reassessment as they relate to learning potential; makes parents aware of their child's learning potential and their involvement in their child's learning experiences. Plan for continuation of project services devised by February 1, 1974. Planned dissemination and evaluation completed. Product evaluation is to be conducted by the staff at the end of the project period. Significant information about the project is to be disseminated by the project staff to appropriate local, state and national school, community and governmental agencies throughout the project period. To date the project has successfully conducted physiological screening of all eligible kindergarten	diagnostic-prescriptive parent involvement learning-disabled

OK PROJECT	(Continued) children during each of three operational years. Several schools conducted their own screenings this year only with minimum assistance from project staff. The project's success in coordinating the diagnostic treatment services of community agencies has exceeded expectations. Many agency services have been utilized in facilitating the educational progress of students. At this time it appears that inadequate liaison has been established between schools and agencies to assure the continued delivery of agency services without some central agency coordinating those services. The diagnostic and consultative services of the project have been used extensively by many teachers. The number of teachers utilizing both services has increased each year, however, a small percentage of teachers continue to make little or no use of project services. Learning activity packets and other materials from the materials resource center are in increasing demand. The project has already distributed the 400 kits of learning activity packets and continued to receive requests for additional packets. Demand for project services is at an all time high even though several districts have already added staff to perform some of the services offered by the project. Left on their own several small districts will be unable to continue project services after its demise. A cooperative plan is under discussion by the Tulsa County Administrator's Association for continuation of project services. Contact: Charles A. Harrs; Robert B. Grove, Project Directors, Independent District #9, Union Public Schools, Route No. 4, Box 119, Tulsa, Okla. 74145.	
OK PROJECT	Southwest Oklahoma Region 14 Service Center, a Title III ESEA project. The purpose is to develop a supplemental psychoeducational service center for eight southwestern Oklahoma counties and 39 school districts. During the 1973-74 academic year, the Service Center will: (1) assist the kindergarten program in three school districts to enable 90 per cent of the children to achieve designated scores on certain instrument tests by the end of the year; (2) service the districts with psychoeducation assessment of students referred to identify learning disability and educable mentally handicapped students for placement in special education classes; (3) enable high-risk kindergarten children in Elk City to achieve certain designated scores on tests; (4) raise the achievement level of 85 per cent of the students enrolled in Title III educable mentally handicapped and learning disabled learning labs in proportion to the ratio of I.Q./ Wechsler Mental Age of normal growth expectancy each year in reading, spelling and arithmetic as measured by the Wide Range Achievement Test (educable mentally handicapped) and one academic year (learning disabled). Contact: Joe E. White, Superintendent of Schools, Elk City Public Schools, 222 W. Broadway, Elk City, Okla. 73644.	kindergarten learning-disabled socially disadvantaged teacher training

OK PROJECT	A developmental approach to psychomotor transfer. Out of a need to do more for the child with marginal learning difficulties and from the direction of developmental research, ADAPT (A Developmental Approach to Psychomotor Transfer) was written, developed and implemented in 1972. ADAPT is based on the hypothesis that learning readiness may be enhanced through properly structured psychomotor activities. This preventive developmental program attempts to develop and/or correct developmental lags and to provide supplementary programming to offset future learning problems. All students (K-4) have been included because: (1) many students not qualifying for special education still possess learning difficulties; and (2) much literature encourages more special developmental work with all students. The invitation of similar programs nationally is evidence of increasing interest in this concept. In 1972 every student was screened in 11 psychomotor areas. Screening results were recorded on student profile charts and individually programmed into the appropriate developmental activities. The program is structured so that each child receives 20 minutes of psychomotor training every day. Each class is divided into four groups of four to six students each. Activities are determined by areas in which that group needs training, the variance being within the activity for individual differences. Objectives are to have the average ability student during one school year at each grade level: (1) make a 1.1 year growth in reading and mathematics statistically show significant improvement in their self-esteem; (2) make a three point improvement on large motor skills (factor I), two points on eye-motor skills (factor II) and two points on perceptual skills (factor III). A more detailed evaluation analysis is available upon request. A Title III ESEA project. Contact: Don Friesen, Project Director, Fairview Elementary Schools, Fairview, Okla. 73737.	learning-disabled
OR PROJECT	The intent of Project HEELD (Helping Eliminate Early Learning Disabilities) is to help the parents and the five year old with a wide background of experiences and training ready them for successful school experiences. Children are selected on the basis of parent-teacher-pupil interviews and home testing. The project management team consists of the district's director of elementary education, a certified teacher as coordinator, providing curriculum supervision and inservice training and other teachers and aides. Staff members are trained in home visit special materials and test administration techniques. Role playing situations are devised to test staff ability to communicate with parents and administer and interpret the tests. Parents are provided with a handbook of information concerning child development methods they can use. Parents are organized into study groups who meet with the staff. A Title III ESEA project. Evaluation information conducted by the Northwest Regional Education Laboratory. Contact: William Brewster, Director, Elementary Education, Central Point School District, 451 N. 2nd St., Central Point, Ore. 97501.	learning-disabled teacher training parent involvement

OR PROJECT	The parent-child program for handicapped preschoolers provides for countywide early identification of handicapped children; provides intervention services; assist parents in understanding and accepting their childrens' handicaps and involves them in the educational process. A list of preschoolers is compiled by using all community resources available. Approximately 20 clinics are held in the various schools. Parents are contacted and asked to bring their children. An assessment is made of each child's capabilities in seven developmental areas: speech, language, cognition, auditory perception, visual perception, sensory-motor and gross motor development. A development profile is prepared for each child, and a developmental sequence checklist is used to plan each child's curriculum and maintain ongoing evaluation. Curriculum cards describe each desired behavior, methods for developing the behavior and learning activities. A parent-child trainer assists parents in ascertaining their child's correct placement in the appropriate developmental sequence checklist and in using curriculum cards to plan skill-relates activities. A readiness inventory and a checklist provide the basis upon which parents and home trainers write prescriptive objectives and assess skills development. Parents use task sheets and parent data sheets to guide and record the quality of their child's performance. The parent-child trainer conducts weekly home or group instructional sessions. Continuous parent training programs are conducted. A Title VI, ESEA project. Contact: Betty H. Ellis, Director, Special Education Program; Shirley Harshbarger, Coordinator, Title VI, Parent/Child Program for Handicapped, Union County Intermediate Education District, LaGrande, Ore. 97850.	preschool exceptional parent involvement
OR PROJECT	Using parents as teachers. To establish a parent-school partnership for the purpose of educating three to five year old children in the cognitive, psychomotor and affective domain. Contact: Dealos L. Cox, Superintendent, South Umpqua School District, Myrtle Creek, Ore. 97457	parent involvement
OR PROJECT	"Improving Motor-Perceptual Skills" guide is designed to assist teachers in the development of the motor-perceptual abilities of five-year old children. It contains 34 activities designed to build physical and related perceptual skills and help develop general coordination, balance, body image, eye-hand coordination and eye movement and sensory perception. Each activity description includes: specific objectives, examples and illustration, lists of materials, directions for teachers and students, variations (including activities for the child having difficulty) and minimum acceptable performance criteria. The guide is the result of five years of development and testing. Activities were tried with 350 kindergarten children in six Portland schools. A longitudinal evaluation was published in 1972. Funded by Northwest Regional Educational Laboratory. Contact: Northwest Regional Educational Laboratory, Dissemination and Installation Division, 710 S.W. Second Ave., Portland, Ore. 97204.	kindergarten perceptual skills

OR PROJECT	Objectives for early childhood education project using parents as teachers are: (1) to establish a parent-school partnership; (2) to provide appropriate learning experiences for three to five year old children in the cognitive, psychomotor and affective domains; (3) to identify infants and preschool children with handicaps and provide appropriate language and motor development experience; and (4) to provide group learning experiences for preschool children to develop social and group living skills. During the year, trained paraprofessionals make visits to the homes of project children to train parents to use activity packets. The packets are designed to provide needed developmental experiences. The paraprofessionals help parents to evaluate their children's progress and provide liaison between home and school. A Title III ESEA project. Contact: Samuel Nutt, Director, Early Childhood Education Project, South Umpqua School District, Myrtle Creek, Ore. 97457.	preschool parent involvement
PA PROJECT	The cognitively oriented urban prekindergarten in the West Chester Educational Development Center works with disadvantaged prekindergarteners to build on one advantage experience by the children. Each was enrolled in an infant development program at as young as 12 months old. The prekindergarten's objective is to prevent educational regression and follow through on what the child experienced and learned during two years in the initial project. The prekindergarten serves as as transitional program to provide children, aged 42 to 51 months, with the additional cognitive growth and preacademic skills needed in the formal school system. The children rotate among various continuously-operating individual and small group learning activity sessions. The project stresses that children learn best by doing. Children experienced a mean gain in mental age of about three months for every month in the program. Contact: Everett Landin; Russell Dusewicz, 110 W. Rosedale Ave., West Chester, Pa. 19380.	preschool urban socially disadvantaged
TN ACTIVITY	Coordination is instituted for all services for the deaf and hearing impaired: (1) the kinds of decentralized services offered by the Berryhill Center for the Deaf and Hearing Impaired (Jackson) that concentrates on identifying children before the age of two and preparing them for participation in a normal school experience by kindergarten; (2) urban services in Memphis and metropolitan Nashville-Davidson County; (3) federal programs; and (4) special schools. Contact: William E. Davis, Coordinator, State Services for Deaf and Hearing Impaired, Tennessee School for the Deaf, P.O. Box 886, Knoxville, Tenn. 37901.	exceptional preschool

TN	SB 1765 Ch 721	An office of child development is created within the office of the governor. It provides for a comprehensive child development program for children under six years of age; for a coordination of services for children aged six to 18; for local and regional child development councils and a regional child development coordinator and for a child development advisory committee. It also provides for the teaching and training of personnel in early childhood development. All personnel employed under the provisions of this act must meet the same requirements as established by the state board of education for certification in the public school system. The effective date is January 1, 1975.	regional teacher training certification governance
TN	ACTIVITY	For the first time, kindergarten is available statewide in Tennessee. Contact: Bill Locke, Director, Elementary Education, State Department of Education.	kindergarten
TN	PROJECT	Home intervention early childhood program. Fourteen Tennessee school systems begin a developmental program of home-based compensatory education for some 1,300 children three and four years old. Contact: Frieda Gregory, Director, Early Childhood Program, Research and Development, State Department of Education.	preschool compensatory education
TX	PROJECT	Development and implementation of early intervention program for children with retarded motor development, Austin State School. Contact: Richard Jarren, Box 1269, Austin, Tex. 78767.	learning-disabled
TX	PROJECT	A learning resource center for early childhood education, Columbia-Brazoria Independent School District. Contact: Patricia M. Shell, Box 158, West Columbia, Tex. 77486.	resource center
TX	PROJECT	Early childhood training for school and community, Hallsville Independent School District. Contact: W. C. Wooldridge, Box 247, Hallsville, Tex. 75650.	teacher training community involvement
TX	PROJECT	Circulating learning materials for early childhood education, Education Service Center, Region XI. Contact: Frank G. Buell, 2821 Cullen St., Fort Worth, Tex. 76107.	materials education service center
TX	PROJECT	Early childhood education program, Brenham Independent School District. Contact: Harold W. Eikenhorst, Box 1147, Brenham, Tex. 77833.	early childhood
TX	PROJECT	Developing early childhood dissemination information and education, Waxahachie Independent School District. Contact: Sydney Ann Barr, Box 977, Waxahachie, Tex. 75165.	information system
TX	PROJECT	Early childhood teacher training, region VIII. Contact: Thomas Carney, 100 N. Riddle, Mt. Pleasant, Tex. 75455.	teacher training
TX	STUDY	A year of kindergarten in Texas. Contact: Glenn French, Texas Education Agency.	kindergarten
TX	STUDY	Oral language development for early childhood education. Contact: Glenn French, Texas Education Agency.	language arts

UT	PROJECT	Early childhood. The general adult education section, adult education and training division, has recently developed a filmstrip series entitled "Parents and the Developing Child". The program was developed for a target audience of parents, parents-to-be, high school students or a combination of these. The primary emphases of the series are: (1) to help parents in obtaining a useable understanding of the development processes in children; and (2) to help parents devise specific techniques and methods to handle child development concerns and/or problems as they arise. Much attention is given in the series to specific situations to illustrate the kinds of things parents can do within the frame of the basic principles of child development. Contact: Brent H. Gubler, State Board of Education.	parent involvement adult education
VT	HB 497	Purpose of bill is to establish an interagency council for child development. Council is studying child development and will report back in March, 1975 to the legislature as to how best statewide services and programs may be coordinated. Contact: Robert A. Withey, State Department of Education.	governance
VT	STUDY	Early childhood to study and make recommendations on appropriate programs for children up to age eight. Contact: Karlene Russell, State Department of Education.	early childhood
VA	HJR 70	Study commission on the needs of young children. Created to study the needs of childhood development such as day care, health care, nutrition and the prevention of child abuse.	day care health nutrition child abuse needs assessment
WV	ACTIVITY	Early childhood education available statewide, in its fourth year. An increase of certified personnel caused state board to eliminate out-of-field teachers in early childhood education. Contact: James S. Gladwell, Deputy Superintendent, Department of Education.	teacher certification
WI	PROJECT	Waupun Title I ESEA program serving kindergarten through third grade children. A developmental prekindergarten program and reading instruction emphasizing comprehension skills for elementary students. Contact: Arman Paff, Waupun Public Schools, 950 Wilcox St., Waupun, Wis. 53963.	reading
WI	PROJECT	Albany, Title I ESEA program serving prekindergarten through third grade children. Program components include: language, reading, perceptual skills and youth tutoring youth. Individualized pupil monitoring via a card index, prekindergarten screening, inservice education and parent involvement were special features of program design. Contact: Juline E. Barribeau, Albany Elementary School, Box 349, Albany, Wis. 53502.	preschool peer tutoring individualized instruction parent involvement
WI	PROJECT	Baldwin-Woodville Title I ESEA program serving kindergarten through third grade children. Frostig, Peabody and Distar materials were used. Parents assisted in classroom instruction and inservice education offered to staff. Contact: Ed Zamaow, CESA #4, Box 135, Barron, Wis. 54812.	parent involvement teacher training

WI	PROJECT	Beloit Title I ESEA program serving kindergarten through third grade children. Program components include: an extended kindergarten program, experimental approach to reading instruction, parent involvement in mathematics instruction and the distribution of instructional materials to the children's homes for parents to use in helping their children. Contact: Arnold Lee, Beloit Public Schools, 220 W. Grand Ave., Beloit, Wis. 53511.	parent involvement kindergarten
WI	PROJECT	Maple Title I ESEA program serving K-3. Senior citizens serve as tutors for Title I children. Home visits used to provide instruction in readiness skills for three year olds. Other phases include: speech, language arts, mathematics and motor skills. Contact: Howard D. Prell, Maple Public Schools, Maple, Wis. 54854.	senior citizens readiness skills reading mathematics
WI	PROJECT	Merrill Title I ESEA program serving K-3. Program components services: readiness skills, reading and attitudes toward others. Contact: Gene Bebel, Merrill Schools, 111 N. Sales St., Merrill, Wis. 54452.	early childhood readiness skills reading
WI	PROJECT	Rhinelander Title I ESEA program serving K-3 in readiness skills, mathematics, reading and physical development. Tutoring was provided to kindergarten students emphasizing social-emotional development. Contact: Jan Lambele, Rhinelander Public Schools, Coolidge Ave., Rhinelander, Wis. 54501.	readiness skills reading mathematics
WI	PROJECT	Neenah, Title I ESEA program serving prekindergarten through third grade children. Program components include: readiness instruction, reading, discrimination skills and guidance. Contact: Carolyn L. Brown, McKinley Schools, Adams St., Neenah, Wis. 54956.	reading guidance readiness skills

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SURVEY OF THE STATES
EDUCATION LEGISLATION FOR 1974
SECTION I
EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, # 300, Denver, CO 80203

Name of Respondent: _____

Title: _____

Telephone: _____

Please address questions about this survey to Doris M. Ross, Department of Research and Information Services. (303) 893-5200

For inhouse use only
ORG. _____ STATE ____
MAIL _____
RETURN _____

INSTRUCTIONS: The descriptions of legislation on both sides of the attached pages have been Xeroxed from ECS file cards. We have filled in the boxes above each description with the information we have on hand. Please add the missing information for each description, using the example below as a guide (correct the description if necessary). If your organization publishes an education legislation summary, a copy of that document with appropriate additional information (per example) will serve in lieu of filling out the legislation part (SECTIONS I & Ia) of this survey. If you send us a summary, please return all of SECTION I with it, along with your responses to SECTIONS II & III.

ECS Research and Information Services

STATE	BILL NO.	STATUTE NO.	YR.	E	F	V	C	OTHER	No.	Fld.	Descriptor	Code
NJ	S 1196		74							I	governance	
										II	collective bargaining	
										III		
										IV		

DESCRIPTION:
Prescribes the procedure for negotiations in the event of a failure to resolve an impasse by mediation between a public employer and an exclusive representative.

EXPLANATION OF TERMS IN EXAMPLE ABOVE

STATUTE NO. If possible, please fill in this box with correct statute number of bill enacted.

E = ENACTED. Please check this box if bill was enacted, or if resolution, memorial or initiative was adopted.

F = FAILED. Please check this box if bill failed for any reason and will *not* be carried over to next year under the same bill number.

V = VETOED. Please check this box if *total* bill was vetoed by the governor.

C = CARRYOVER. Please check this box if bill will be carried over to next year under the same bill number. Do *not* use this box for bills which will be reintroduced next year under another number.

OTHER means any other disposition of the bill. Please fill in with appropriate word.

No. – Fld. – Descriptor – Code. Ignore this; it is for inhouse use only.

DESCRIPTION. The bill descriptions on the following pages are necessarily brief. However, if you feel any of them to be inadequate or if a request for more information appears at the end of a description, we would appreciate your additions or corrections.

Sample Page

SURVEY OF THE STATES
EDUCATION LEGISLATION FOR 1974
SECTION I ORG.
EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203
See instructions and both sides of this page.
Address questions to Doris M. Ross, Research and Information Services
(303) 893-5200

ECS Research and Information Services

STATE	BILL NO.	STATUTE NO.	YR.	E	F	V	C	OTHER	Descriptor
VT	S 132		74						Special Programs

DESCRIPTION:
RELATING TO FACILITIES FOR THE HANDICAPPED

Any parking lot on the premises of a public building as described this section shall contain a reasonable number of free, designated parking spaces in an accessible location for use by physically handicapped people patronizing the building.

Descriptor: exceptional facilities

ECS Research and Information Services

STATE	BILL NO.	STATUTE NO.	YR.	E	F	V	C	OTHER	Descriptor
VT	S 175		74						Governance

DESCRIPTION:

To protect children whose health and welfare may be adversely affected through injury and neglect; to strengthen the family and make the home safe for children whenever possible by enhancing the parental capacity for good child care; to provide a temporary or permanent nurturing and safe environment for children when necessary; and for these purposes to require the reporting of suspected child abuse, investigation of such reports and provision of services, where needed, to such child and family.

Descriptor: accountability; child abuse; personnel

ECS Research and Information Services

STATE	BILL NO.	STATUTE NO.	YR.	E	F	V	C	OTHER	Descriptor
VT	S 176		74						

DESCRIPTION:

Education aid distribution based on district income per pupil.

Descriptor: Finance; distribution

SURVEY OF THE STATES
EDUCATION LEGISLATION FOR 1974
SECTION Ia

EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203
(303) 893-5200

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ORG. _____ STATE _____
MAIL _____
RETURN _____

Use both sides of this page, and additional pages if necessary, to list your additions to the descriptions of legislation on preceding pages (see instructions for SECTION I). Short, clear and concise descriptions will help to insure that your items will be reported precisely and correctly.

Address questions to Doris M. Ross, Department of Research and Information Services

BILL NO. and/or STATUTE NO.	DESCRIPTION	E	F	V	C	OTHER

SURVEY OF THE STATES
EDUCATION ACTIVITIES AND PROJECTS FOR 1974
SECTION II

EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203

NAME OF RESPONDENT: _____

TITLE: _____

TELEPHONE: _____

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MAIL _____
RETURN _____

Please address your questions about this survey to Doris M. Ross, Research and Information Services, (303) 893-5200.

INSTRUCTIONS: Please write below and on both sides of succeeding pages a short description of significant and/or innovative education activities and projects in your state, noting the name and address of a resource person to contact for more information on each activity or project. Short, clear and concise descriptions will help to insure that your items will be reported precisely and correctly.

DESCRIPTION OF EDUCATION ACTIVITY OR PROJECT	NAME AND ADDRESS OF RESOURCE PERSON

SURVEY OF THE STATES
EDUCATION STUDIES FOR 1974
SECTION III

EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203

NAME OF RESPONDENT: _____

TITLE: _____

TELEPHONE: _____

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Please address your questions about this survey to Doris M. Ross, Research and Information Services, (303) 893-5200.

INSTRUCTIONS: Please write below and on both sides of succeeding pages a short description of significant education studies initiated and/or being conducted in 1974. Include the name of the committee, commission, board, council, etc. performing each study, and the name and address of a resource person to contact for more information on each study. Short, clear and concise descriptions will help to insure that your items will be reported precisely and correctly.

DESCRIPTION OF STUDY	NAME AND ADDRESS OF RESOURCE PERSON

STATE EDUCATION AGENCIES

ALABAMA
LeRoy Brown
Superintendent of Education
State Department of Education
Montgomery 36104
(205) 269-6321

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State Department of Education
Alaska Office Building
Juneau 99801
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Legislative Hall
Dover 19901

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Room 38, Senate Office Building
Tallahassee 32304

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Tallahassee 32304

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Boston 02133

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Legislative Building
Olympia 98504

WASHINGTON House Office of Program Research
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Legislative Building
Olympia 98504

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State Capitol
Charleston 16305

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Bonnie Reese, Executive Secretary
State Capitol
Madison 43703

WYOMING Legislative Service Office
Ralph E. Thomas, Director
State Capitol
Cheyenne 82001

STATE ABBREVIATIONS

AL	ALABAMA	MT	MONTANA
AK	ALASKA	NB	NEBRASKA
AZ	ARIZONA	NV	NEVADA
AR	ARKANSAS	NH	NEW HAMPSHIRE
CA	CALIFORNIA	NJ	NEW JERSEY
CO	COLORADO	NM	NEW MEXICO
CT	CONNECTICUT	NY	NEW YORK
DE	DELAWARE	NC	NORTH CAROLINA
FL	FLORIDA	ND	NORTH DAKOTA
GA	GEORGIA	OH	OHIO
HI	HAWAII	OK	OKLAHOMA
ID	IDAHO	OR	OREGON
IL	ILLINOIS	PA	PENNSYLVANIA
IN	INDIANA	RI	RHODE ISLAND
IA	IOWA	SC	SOUTH CAROLINA
KS	KANSAS	SD	SOUTH DAKOTA
KY	KENTUCKY	TN	TENNESSEE
LA	LOUISIANA	TX	TEXAS
ME	MAINE	UT	UTAH
MD	MARYLAND	VT	VERMONT
MA	MASSACHUSETTS	VA	VIRGINIA
MI	MICHIGAN	WA	WASHINGTON
MN	MINNESOTA	WV	WEST VIRGINIA
MS	MISSISSIPPI	WI	WISCONSIN
MO	MISSOURI	WY	WYOMING

Publications of the ECS Early Childhood Project:

EARLY CHILDHOOD DEVELOPMENT: Alternatives for program implementation. ECS report no. 22. (June 1971: $1)

EARLY CHILDHOOD PROGRAMS FOR MIGRANTS: Alternatives for the states. ECS report no. 25. (May 1972: $1)

ESTABLISHING A STATE OFFICE OF EARLY CHILDHOOD DEVELOPMENT: Suggested legislative alternatives. ECS report no. 30. (December 1972: $1)

EARLY CHILDHOOD PLANNING IN THE STATES: A handbook for gathering data and assessing needs. ECS report no. 32. (January 1973: $1)

EARLY CHILDHOOD PROGRAMS IN THE STATES: Report of a December 1972 conference. ECS report no. 34. (March 1973: $1)

CHILD ABUSE AND NEGLECT: Alternatives for state legislation. ECS report no. 44. (December 1973: $2.50)

IMPLEMENTING CHILD DEVELOPMENT PROGRAMS: Report of a national symposium August 1974. ECS report no. 58. (December 1974: $2)

EARLY CHILDHOOD PROGRAMS: A state survey 1974-75. ECS report no. 65. (April 1975: $1)

EARLY CHILDHOOD PROJECT NEWSLETTER. (published bimonthly: no charge)